

HUB XCC – THE BU CROSS-COLLEGE CHALLENGE

Stories Across Borders Storytelling Course

Spring 2021

Day_____ Time: Tues 2pm-4:45pm Location: CAS 208

Course Instructors

<p>Stacy Leigh Scott, Ed.D. Office: WCEHD Room 614 Phone: (617) 750-3134 E-mail: drs1s@bu.edu (Best way to reach me.) Office Hours: Tuesday 2:30 - 3:30 Please email for a longer appointment Zoom Office: www.zoom.us/j/6177503134</p>	<p>Anna Panszczyk Office: Phone: (919) 451-1612 E-mail: annapan@bu.edu Office Hours: by appointment Zoom Office: https://bostonu.zoom.us/j/</p>
--	--

COURSE DESCRIPTION

HUB-XCC's **Stories Across Borders Course** allows students to learn the Spirit of Wonder (SOW) research model, including interviewing, video blogging and essay writing. This course provides students with the opportunity to study and practice **social cross-cultural** research methodologies, including designing qualitative research questions, connecting and engaging with targeted populations, collecting data through SOW's storytelling interviews, analyzing data, and presenting their findings in written and visual formats. Students receive the tools they need to interview candidates, analyze their stories and develop narratives, comparative analysis and presentations on various themes. This course also requires students to work effectively in teams to develop creative strategies for presenting their research to a broader public and to recommend additional research strategies and uses of the data.

YOUR ASSIGNMENT

[The Boston Globe has reported](#) that Massachusetts ranks 4th among U.S. states as a destination for international students. BU ranked 2nd in the number of international students in Massachusetts behind only Northeastern University (3rd in the U.S.), and followed by Harvard and MIT. International students contribute to the economy and support global connectivity and increase their cultural diversity. But, international students face challenges such as feelings of isolation, overcoming language barriers, and navigating cultural differences. These challenges raise significant questions that higher education institutions in the Boston area must address. Are these colleges and universities providing support for the most pressing issues their international students are facing? What are the factors (cultural, social, financial, and political)

that influence how international students perceive their experience? Your team will explore this issue by connecting and engaging with international students through the Spirit of Wonder interview process. Your team will also explore ways of creatively combining and presenting this research to illuminate the experiences of international students in Boston. This could include items such as a guide or report for the possible uses of the SOW material, best practices for interviewing or uses for the database of interviews. Students could create a few different video demos that give future SOW interviewers/users different ways SOW can be used to tell stories and make cultural comparisons. Additionally, your team will produce a final report with recommendations for how SOW can be used to tell the stories of international students, how SOW can use its database of interviews, and additional methods SOW may consider using. Your team will make a final presentation of your findings, sharing the report and videos.

1 - The final deliverables for each team of the project are as follows:

1. Conduct interviews for the SOW Project:

Each team is responsible for identifying and contacting potential interview subjects, as well as conducting and transcribing the interviews. The minimum number of interviews should be equal to the number of team members.

2. Presentation to the Client.

3. Demonstration of Creative Use.

4. Report:

The final report should be a qualitative analysis of the findings using standard methods outlined below. An analysis of the findings may include insights within and between cultures including:

- What are the common developmental challenges that arise as interviewees choose and pursue their personal life goals and professional aspirations?
- What differences occur between cultures represented in your study?
- What impact does the economic and political environment have on the design and accomplishment of life goals?
- How have the respondents' experiences influenced their life journeys and how have those experiences affected personal growth and/or change in their community.

BU HUB Objectives: XCC will meet BU Hub Learning Outcomes for Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy. In particular:

- Students will learn and demonstrate the ability to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
- By producing their project proposal, final report, and intermediate assignments in a series of iterative phases, students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and

communicate findings. For some teams, the fruits of research will yield new approaches to enduring questions, or new artistic expressions, or fresh arguments.

- Students will be able to craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.
- Students will demonstrate an understanding that oral/signed communication is generally interactive, and they should be able to attend and respond thoughtfully to others.
- Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.
- Students will receive explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.
- Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.
- Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.
- Producing original work. Students will be able to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

Courseware

Our class has a Blackboard site that contains the syllabus, assignments, and other course-related materials. You can log in to our Blackboard page at: <http://learn.bu.edu/>

Many of our readings this semester are from *The Oxford Handbook of Qualitative Research*, which is available as an ebook through BU's library.

Our course will be using Zoom to conduct classroom discussions and connect with students not in the classroom. You can log into our course Zoom page at:

<https://bostonu.zoom.us/j/6586176276>

Given the hybrid nature of our class, certain pieces of hardware are essential. You will need to have a laptop that is fully charged for class. Because of social distancing requirements and the limited number of power outlets in the classroom, you will not be able to charge your computer during class. I also recommend that you bring a reliable set of headphones or earbuds with a microphone to class.

COURSE REQUIREMENTS:

Assignments and Grading

Over the course of the semester, you will be required to complete a number of assignments:

- Annotated Bibliography Entries
- Analysis of a SOW interview
- Presentation of Preliminary Findings to Client
- Report to Client
- Creative Demonstration to Client

Additionally, you are expected to be an engaged and active member of your team, as well as an engaged and active participant in class discussions and activities.

Grading and Evaluation

In this class, we will be using contract grading. As long as you fulfill the requirements of our Grading Contract, you will receive at least a B+ in the course. Work that exceeds those requirements may receive a higher final grade; work that does not meet those requirements may receive a lower final grade. We will discuss those requirements in detail at the beginning of the semester. The Grading Contract can be found on the course Blackboard site.

COURSE POLICIES

Plagiarism: The presentation of another's work as your own, even by mistake -- is a violation of BU regulations. Plagiarism may result in failing this course and possible further penalties.

BE SURE TO READ AND COMPLY WITH B.U.'s UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

If you are in doubt, consult the professors.

Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission.

Grade Consultations: We are happy to meet with you to discuss grades. However, you must wait ***at least 24 hours*** after receiving a graded assignment before contacting either one of us to discuss grades. The purpose of this policy is to give you time to read and consider our written feedback on your work. If you do come to see us about a grade, we will expect you to have read this written feedback beforehand.

Participation and Attendance: Since this course is a seminar, your regular attendance and participation are essential both to your own learning and to your classmates' learning. Consequently, regular attendance is essential, and missing class will have a direct impact on your final grade. Under ordinary circumstances, missing more than one week of class will lower your final grade. Missing more than two weeks of class may lead to a failing grade in the course.

Email Policy: Email is the preferred method for contacting us. However, you should allow 48 hours for a response. If you are writing with questions about an assignment or course content, and your email exceeds 250 words, it is a strong indication that an in-person discussion during office hours will be more beneficial than an email exchange. If your questions and concerns are resulting in a long email, we strongly encourage you to see either one of us during online office hours.

Class Decorum: You will share many of your opinions and responses to course readings with your classmates. Open debate is encouraged and expected, but so is a mature attitude. A welcoming class environment is critical. Be polite and respectful of other people's opinions and work, particularly when you are offering a critique or disagreeing with a point that is being made.

This sense of respect and courtesy also applies to the online component of our class. When your classmates are speaking during a Zoom session, we expect you to be fully engaged and give them your undivided attention. This means that you should close other browser windows and otherwise take whatever steps are necessary to eliminate any distractions. When you are on Zoom, please keep your microphone muted when you are not speaking.

Chosen Name and Pronouns

This course aims to support students of all gender expressions and identities. While class rosters provide instructors with students' legal names, please let us know if you would like to be addressed by a different name than that listed in the StudentLink. You are also invited to tell us early in the semester which set of pronouns (they/their/theirs, she/her/hers, he/him/his, etc.) you feel best fits your identity. If you have any questions or concerns, please do not hesitate to contact either one of us.

Office of Disability and Access Services

We assume that all of us learn in different ways. If there are circumstances that may affect your performance in this class, especially during these challenging times, please talk to us as soon

as possible so that we can work together to develop strategies for accommodations that will meet your learning needs and the requirements of the course. Whether or not you have a documented disability, BU provides many support services that are available to all students.

Disability Services (<https://www.bu.edu/disability/>) is the office responsible for assisting students with disabilities. If you have a disability that interferes with your learning (whether visible or invisible, physical or mental), you are encouraged to register with this office. Disability Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you can share with your teachers; specific information about your disability will remain private. If you have any questions about accommodation, or what constitutes a disability, we invite you to speak with us or to Disability Services.

Behavioral Health Services

BU's Student Health Services provides mental and behavioral health counseling, including dealing with stress and anxiety. Their website is: <http://www.bu.edu/shs/behavioral-medicine/>. Their phone number is: 617-353-3569.

Headspace

BU provides free access to the mindfulness app, Headspace, for faculty, staff and students. While it is not a substitute for accessing mental health services such as counseling, Headspace might be helpful for some when managing stress. Should you wish to sign up for a free account, you can use this link:

<https://www.bu.edu/provost/wellbeingproject/headspace/>

Masks and Symptom Attestation Badges

Because of the ongoing pandemic, you are required to wear a mask while attending an in-person class. If you arrive at class without a mask, you will not be admitted and will be marked absent. We will begin in-person classes with everyone displaying their green "badges" on their phones. These measures will help us ensure that our classroom is as safe as we can make it. If there are additional measures you would like me to take to help in this effort, please let me know. If you are unsure of what sort of mask is acceptable in the classroom, please consult BU's policy:

<https://www.bu.edu/back2bu/student-health-safety/face-coverings/>

SCHEDULE OF MEETINGS

Week	Date	Lesson	Readings	Assignments
Week 1	No meeting	Since the semester begins on Wednesday, our class will not meet this week. However, please feel free to visit either one of us via Zoom office hours.	N/A	
Week 2		Labor Day – No Class	N/A	
Week 3		<p>Syllabus discussion</p> <p>Introduction to SOW project and team focus</p> <p>Discuss readings</p> <p>Create Teams</p>	<p>View/Explore SOW website</p> <p>Readings available on Blackboard</p> <p>George Yudice: “Culture” in <i>Keywords for American Cultural Studies</i></p> <p>Raymond Williams: “Culture”</p> <p>Clifford Geertz: Selection from “Thick Description: Toward an Interpretive Theory of Culture”</p> <p>Mark Freeman: “Why Narrative Matters: Philosophy, Method, Theory”</p>	<p>Arrive to class with questions about SOW, teams, and the syllabus. Provide one annotation on the readings using Perusall on Blackboard</p>
Week 4		<p>Introduction to research methods</p> <p>Review client questions as a class. Narrow down the list of questions.</p> <p>Explore Teaming Online Tool</p>	<p>View: Questrom Teaming Prezi</p> <p>Amy Edmondson: “Teamwork on the Fly” (Available on Blackboard)</p>	<p>Due: Questions for Client from each team</p>

		<p>Client Visit via Zoom Overview of SOW Discussion with SOW outreach coordinator to develop an outreach plan.</p> <p>Debrief with whole class after client visit</p> <p>Individual Teams have time to debrief/plan on their own. Instructors circulate/check in</p>	<p>Reading from <i>Oxford Handbook of Qualitative Research</i>: Chapter 5: “Philosophical Approaches to Qualitative Research”</p> <p>Available as an eBook from Mugar</p>	
Week 5		<p>Tentative: Visit from Graduate Teaching Fellows to talk about teaming.</p> <p>Discussion of the principles and issues of interviewing.</p> <p>Practice Interviews w/Instructor Feedback.</p>	<p>Deakin and Wakefield: “Skype Interviewing: Reflections of two PhD Researchers” (Available on Blackboard)</p> <p>Readings from <i>Oxford Handbook of Qualitative Research</i>: Chapter 14: “Unstructured and Semi-Structured Interviewing”</p>	<p>Draft of Team Contract Due in class.</p> <p>Map out your interview strategy/schedule</p> <p>Due: Final Team Contracts end of week.</p>
Week 6		<p>Class will be remote.</p> <p>Conduct interviews, check in with teams.</p>		Conduct interviews
Week 7		<p>Data Analysis</p> <p>Discussion of oral history analysis, transcript analysis, follow research and context.</p> <p>Discussion of memo writing</p>	<p>Readings from <i>Oxford Handbook of Qualitative Research</i>: Chapter 28: “Coding and Analysis Strategies”</p>	Due: At least two interviews per team.

Week 8		<p>Tentative: Visit from Graduate Teaching Fellows to talk about teaming.</p> <p>Each team presents on their creativity readings and provides one brainstorming activity.</p> <p>Group discussions on the pros and cons of each creativity exercise.</p>	<p>Team readings on creativity.</p> <p>Andreea Deciu Ritivoi” “Reading Stories, Reading (Others’) Lives: Empathy, Intersubjectivity, and Narrative Understanding” (Available on Blackboard)</p>	<p>Due: Analysis of SOW Interview and Annotated Bibliography</p>
Week 9		<p>Open class with brainstorming activity</p> <p>Discussion of the model report</p> <p>Students prepare questions for Librarian visit</p> <p>Tentative: Librarian visit</p>	<p>SOW report examples.</p>	<p>Research possibilities for report presentations, ways to share their material to client</p> <p>Additions to the Annotated Bibliography due (2 per student)</p> <p>Document process using Designer’s Workbook</p>
Week 10		<p>Open class with brainstorming activity</p> <p>Writing Workshop</p> <p>Multimodal Communication</p>	<p><i>Writer/Designer</i> Ch 4: How Do You Start a Multimodal Project? (Available on Blackboard)</p>	<p>Initial findings</p> <p>Document process using Designer’s Workbook</p>
Week 11		<p>Open class with brainstorming activity</p> <p>Adobe Creative Cloud Workshop:</p> <p>We’ll provide students with the same material to work with so there is a basis for comparison - perhaps a short interview between the two instructors.</p> <p>Each team explores a few different ACC apps and then reports to the class as a whole.</p>	<p><i>Writer/Designer:</i> Ch. 7: Working with Technologies (Available on Blackboard)</p>	<p>Due: Report to Client (for a grade, but to be delivered later)</p> <ul style="list-style-type: none"> • Process • Themes • Observations • Learning

		As a whole class: brainstorming different ways to mess around with narrative.		
Week 12		Open class with brainstorming activity Practice pitching Discussion of the practices Continue work on demos and presentations	Kate Higgins: "10 Steps to Smoothly Win a Virtual Pitch"	Due: Creative Demonstration for Client (for grade, but to be delivered later) Video, Audio, ppt,
Week 13		Workshop: Final paper full first draft review - Teamwork.	SPEAK (Available on Blackboard)	Practice Presentations
Week 14		Course Evaluations Reflections on Project		
Week 15		Client Presentation		Client Presentation